



I. INSTRUCTIONS

The APEX presents a valuable opportunity for students to apply the didactic knowledge gained in MPH coursework to a real-world public health issue. Students are eligible for the APEX after completing 15 DrPH credits. Students are expected to work closely with their preceptor and faculty advisor to ensure the APEX benefits the practice site and complies with requirements. As such, the following information outlines expectations, roles, and responsibilities of each participant.

II. STUDENT INFORMATION

| | |
|---------------------------|--|
| Student Name: | |
| Student ID #: | |
| Downstate E-Mail Address: | |
| Concentration: | |
| Student Contact Number: | |

III. ACADEMIC FACULTY ADVISOR INFORMATION

| | |
|------------------|--|
| Advisor's Name: | |
| Advisor's Email: | |

IV. APEX SITE INFORMATION

| | |
|--------------------|--|
| Organization Name: | |
| Department: | |
| Address: | |
| Phone Number: | |

V. PRECEPTOR INFORMATION

| | |
|-----------------------------|--|
| Preceptor Name: | |
| Preceptor's Title: | |
| Preceptor's E-Mail Address: | |
| Preceptor's Number: | |
| Preceptor's Role: | |



VI. APEx PROPOSAL

Choose five (5) competencies total and the two (2) work products that will be created which demonstrate mastery of that competency/competencies. One competency **MUST** be a leadership competency. Provide contextual details about how the product fits into the overall project goal. Each work product can correlate with 2-3 of the chosen competencies. It is also acceptable for a final work product to relate to more than one competency; however, the described association between the competency and final product must be unique.

| | |
|---|--|
| APEx Project Title (approx. 1 sentence) | |
| Brief Summary of Proposed Project, including student's role (approx. 3-5 sentences) | |
| APEx Competencies- at least five (5) total; at least three (3) must be foundational. Remaining two can be foundational or concentration-specific. One (1) must be a leadership competency. | |
| | |
| | |
| | |
| | |

| | |
|---------------------------|--------------------------|
| Proposed Work Product #1: | Proposed Work Product #2 |
| Competency 1: | Competency 1: |
| Competency 2: | Competency 2: |
| Competency 3: | Competency 3: |
| Competency 4: | Competency 4: |
| Competency 5: | Competency 5: |

VII. LOGISTICS OF THE APEx

| | |
|--|---|
| APEx Est. Start Date (mm/dd/yy): | |
| APEx Est. End Date (mm/dd/yy) | |
| Will this APEx be paid by the organization/agency? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If Yes, please provide stipend amount: | |
| How did you find this APEx? | <input type="checkbox"/> Faculty Member <input type="checkbox"/> Another Student <input type="checkbox"/> Searchable Database <input type="checkbox"/> Other <input type="checkbox"/> Self-Search |



VIII. STUDENT, PRECEPTOR AND FACULTY ADVISOR SIGNATURES

The student, APEX Preceptor, and Faculty Advisor confirm by signing below that they have reviewed and approved the content of this proposal form.

| | |
|-------------------------------------|--|
| Student Signature and date: | |
| APEX Preceptor Signature and date: | |
| Faculty Advisor Signature and date: | |



DrPH Foundational Competencies (20 Total):

Leadership, Management & Governance

1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
3. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
4. Create a strategic plan
5. Facilitate shared decision making through negotiation and consensus-building methods
6. Create organizational change strategies
7. Propose strategies to promote inclusion and equity within public health programs, policies and systems
8. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
9. Propose human, fiscal, and other resources to achieve a strategic goal
10. Cultivate new resources and revenue streams to achieve a strategic goal

Data and Analysis

11. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
12. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
13. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Policy and Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health



Education & Workforce Development

- 18. Assess an audience's knowledge and learning needs
- 19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
- 20. Use best practice modalities in pedagogical practices

For a list of DrPH Foundational Competencies and Concentration Competencies, please go to:

https://www.downstate.edu/education-training/school-of-public-health/_documents/DetailedDegreeandConcentrationCompetencies11-17-2014.pdf